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BOSTON, MASS.
Vol. CIII, No. 22

June 3, 1926

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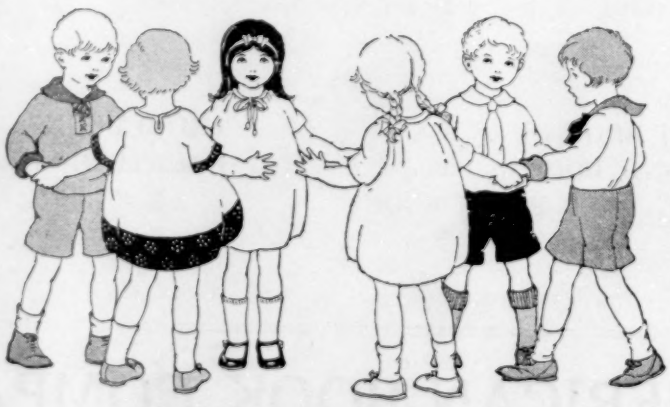

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Boy Scout Service

THERE is nothing outside of the public schools that has any record comparable to that of the Boy Scouts of America, which was organized by James E. West in 1910, in which three million boys between the ages of twelve and seventeen have been enrolled. This means that every boy in the United States between the ages of twelve and seventeen, in fifteen years, was under the magic spell of the Boy Scout organization.

We have no disposition to deal with the fabulous figures which are available if one allows himself to think in Boy Scout statistics. Our present purpose is rather to present the latest phase of the evolution of opportunities for the development of manhood of boys from twelve to seventeen under the creation of two special activities, "Lone Scouts" and "Rural Scouts," both under the masterful genius of O. H. Benson, the greatest personal leader in boy work in the United States in the last thirty years.

We knew him first as superintendent of city schools in Goldfield, Iowa; then as superintendent of Wright County, Iowa, when he won national recognition. From there he went to the Department of Agriculture in Washington, where his success was marvelous. In all those years his thought was of country boys and girls. Then he created and directed the great work with city boys and girls, starting a noble work in the ten North Atlantic States. This work has never lapsed though Mr. Benson has been a leader in the creation of Boy Club work in the Chautauqua field and on the lecture platform.

Now he has decided to concentrate his magical leadership of country boys in the Boy Scouts of America, on the platform, with his pen, and especially through his rare skill in organizing the boys from twelve to seventeen and the friends of these boys.

The "Allen" School

THE "Allen" School, West Newton, Mass., is one of the historic educational institutions of New England. It was established in 1837 at the time of the Great Awakening, but reached the height of influence from 1856 to 1900, when Nathaniel Allen and his brother George made it famous as a college preparatory boys' boarding school.

Of late it has been the Allen-Chalmers School with Dr. Thomas Chalmers, principal. It now passes into the hands of Robert A. Patterson, of the Westminster School, Simsbury, Connecticut.

Our personal interest in this transfer lies in the fact that George Allen, the senior partner in the "Allen" School of West Newton, was chairman of the Newton, Massachusetts, School Board when I was an elementary school principal in Newton, 1865 to 1868, and my interest in the school was unabated until it passed out of the hands of the Allen family about fifteen years ago. Nathaniel Allen was principal of the school for half a century, and he was an outstanding figure in New England education, and his friendship was one of my vital professional assets for half a century.

Chicago University Leadership

FOR lack of adequate boosting the University of Chicago rarely gets credit for its superb leadership, which makes it worthwhile to note that three of the five Nobel prize winners in sciences for discoveries beneficial to mankind have been University of Chicago men.

In 1907 Professor A. A. Michelson was given the award for his work in measuring the stars and the velocity of light.

In 1912 the prize was given to Alexis Carrel, who did the majority of his work at the University of Chicago, now affiliated with the Rockefeller Foundation.

In 1923 Professor Robert A. Millikan, University of Chicago, was given the honor for his research on the nature of electrons. He is now with the California Institute of Technology.

Memorial to Phoebe Apperson Hearst

WILLIAM RANDOLPH HEARST has presented the University of California a million dollars for the erection of a Memorial hall on the campus in honor of his mother, who made many gifts to the University. This is a temptation to indulge in a personal recollection. It was our privilege to speak at a commencement occasion at the University when the largest gift announced by the president was from Mrs. Hearst, and the audience manifested its appreciation ardently.

An Indiana Leader

THE Indiana Teacher for April had an important illustrated article on Dr. Eliza A. Blaker and her "Teachers College of Indianapolis," one of America's teacher-training institutions with a notable history and noble service. In 1882 Mrs. Blaker went from Philadelphia to Indianapolis, and pioneered kindergarten training in the Middle West. She was sponsored by the national educational leaders as well as kindergarten specialists of forty-five years ago. Today Mrs. Blaker presides over an institution with many buildings and an annual enrollment of twelve hundred, which is unprecedented in an institution that has neither public, big philanthropic or denominational support. It was Mrs. Blaker's personality that established and developed it, but she has now given the institution a personality which guarantees its permanency along the lines of her vision of near fifty years ago. It is a matter of professional rejoicing that Mrs. Blaker is enjoying the fruit of her labors.

Northfield Schools

AT NORTHFIELD, on the Connecticut river, bordering on both Vermont and New Hampshire, are two of the most interesting schools in the country, the Mount Hermon Seminary for boys and the Northfield School for girls, with about five hundred students in each. These schools were established by Dwight L. Moody about fifty years ago to enable boys and girls of high school age who were largely dependent upon their own exertions to get the best of Christian education under the best of social conditions. The present delightful education, financial, and social conditions are largely the result of the management and leadership of W. R. Moody, son of the founder, who will associate with him as president of the Northfield Schools, relieving Mr. Moody of all administrative care, Elliott Speer, son of Dr. Robert E. Speer, probably the best known and most inspiring layman in religious leadership in America. Elliott Speer comes from a professorship at Lafayette College, and brings a scholastic preparation rarely equaled. He is a graduate of Phillips Andover Academy and Princeton University, with graduate work in Edinburgh University, Scotland, and Columbia University. His sympathies, inherited and personal, are with the Northfield Schools.

Marketable Education

Ninth of a Series of Editorials Dealing With Character Development

By A. E. WINSHIP

IT IS just as bad for a boy or girl to complete the sixth, ninth, or twelfth grade with an education that cannot be profitably marketed as for growers of cotton, potatoes, grain or fruit to have the crop of the year and be unable to market it. Every three years, nine to eleven, twelve to fourteen, fifteen to seventeen, is an educational season of planting, cultivating, and harvesting, as definitely as is raising any crop, and if any child has an education at eleven, fourteen or seventeen for which he can find no market he is in educational bankruptcy. If this be the case there must be radical changes in practically everything in the educational practices of today. Just what these changes must be we do not now and here concern ourselves, but we are entirely clear that the public's schools at present are not chiefly concerned with education that can be readily and universally marketed if a boy, especially, leaves school at fourteen or seventeen. There are notable exceptions, chief of which are the one hundred and fifty-five country and village schools of Cook County, Illinois, under the leadership of Edward J. Tobin, county superintendent for fourteen years, and the Opportunity School in Denver, Colorado, Emily Griffith, director. Both Mr. Tobin and Miss Griffith are one hundred per cent. committed to the principle that education must be marketable. Miss Griffith, with the championship of Superintendent Newlon, has sold this principle to the city heroically and unanimously, so that there is no question but that any one in Denver can get an education that is marketable, and can find a market for it. Ten thousand persons in the Denver Opportunity School are helped to an education that they do market.

Mr. Tobin has always been re-elected, though the parents of one-room and village schools are far less than one in a hundred of the voters of the county, and the ticket on which his name has been has never been the winner in the county when he has been a candidate. Nothing stands out to the credit of Chicago more nobly than the appreciation of its justly famous county superintendent, whose fame rests largely upon the fact that he insists that in every year of a child's school life, from ten years onward, he must learn to earn every week of each year, in vacation as well as in school weeks, out of school, as a product of his school life. The planting and cultivating in every one of these one hundred and fifty-five schools is all the better because the harvesting and marketing are always in the vision. Every boy and girl of ten years of age in Mr. Tobin's schools must in May make out his out-of-school program for the coming year. It must be approved by the Country Life Director, who is assistant to the county superintendent, after which it must be approved by the parents. Promotion at the end of the year depends upon success in that program as much as in grammar and arithmetic. If the child is to have a garden, he must state in his program how and how often he is to market his produce.

Agriculture has shaken political parties all to pieces because of present-day marketing problems. It has been impossible to unite the farm producers even in any proposal, because one bill endangered co-operative marketing and another bill failed to promote the marketing of cotton, grain, or some other crop. And all this because there has been no previous attention to marketing by those who have had produce to market so that now the whole marketing business has become a political row.

In the industries it is liable to be as bad as in agriculture. New England thinks that its whole future depends upon marketing. Its raw material depends upon the way the producers market it to them, and their manufactured products are worthless unless there is a market for them.

The boot and shoe business is jeopardized everywhere because of the radical change in the market due to changes in style. Retail dealers, and consequently jobbers, carry no considerable stock, because styles are seasonable. When dealers learn what style is to be demanded they send the jobber rush orders, which he passes on to the manufacturers, and they must pay all sorts of wages for a few weeks to laborers who have been idle for weeks waiting for a market.

Florists must use all sorts of devices to have carnations for Mothers' Day, and roses for commencement season.

How long can we expect the public to support the schools if education is not marketable? Industrially it looks as though Henry Ford is the only manufacturer who has the sense to study the market. He never ships any automobiles. He ships the parts at slight cost and assembles them where the market is. When will school people learn to market the time of the teachers, principals, supervisors, and superintendents producing education that is marketable?

Creative Administration

By GEORGE D. STRAYER

Teachers College, New York

IT HAS been my good fortune to know a number of men who have done creative work in administration. It is relatively easy to point out that it was the inspiration of their leadership which stimulated those associated with them to greater accomplishment than that commonly found in our profession. It is not so easy to distinguish the methods which they employed to secure these results. Doubtless no analysis will completely account for the work of a great leader. It does seem worthwhile, however, to attempt to discover certain characteristics common to all of them.

I question whether any administrator has ever secured the best effort of his associates except as he has had faith in them. All of us respond to the person who is able to see merit in the work which we do, and it not infrequently happens that we rise to heights that we had not ourselves thought possible because of the faith that someone else has in us. Appreciation of work already done is the foundation upon which the administrator must build his ideal structure. And appreciation must be genuine if it is to produce the desired result. Flattery never helped anyone to do better work. The administrator must have the insight to discover strength wherever it exists and to stimulate the growth of talent little suspected even by the individual possessing it.

In order to rise above our ordinary level of achievement most of us need to have presented for our consideration goals which we believe possible of attainment. The counsel of perfection may result in profound discouragement. The wise administrator is constantly setting before the individuals with whom he is associated goals which are not too remote. He proposes upon the basis of his appreciation of work already done and the strength of the individual the achievement which lies just beyond the ideal which the individual has set for himself. It requires rare good judgment to adjust these goals to the varying personalities and abilities of a large group of workers. For one nothing is too great to dare; while for another dark discouragement will result, if the goal is set beyond the achievement which may be thought to be simply the next step in development.

I have seen a superintendent of schools working with a group of principals and varying his suggestions of work to be accomplished and progress to be made among the members of the group even as they discuss their common problems. The range of activities which must be carried on in a school system reaching all the way from the care of the school plant to the development of a more adequate curriculum, provides an opportunity for utilizing whatever ability is present among members of the staff. It is important that everyone experience the satisfaction which comes from achievement.

The great administrator through constructive criticism helps his associates to overcome their inefficiencies. In no field is greater skill required or more of insight into human nature. The criticism which will stimulate one will discourage another even though the inefficiencies and ineptitudes be identical. The critic must not assume a too superior air, or he will be met with resentment from the individual whom he hopes to help. It is only as the administrator has the full confidence of his colleagues and only as they feel that the criticism offered is given with the confident expectation of greater achievement by the one criticised that it is acceptable. If the administrator and his colleague have a common ideal which they hope to realize, then they may speak frankly regarding anything that interferes with the realization of this purpose. Criticism never becomes impersonal on any other basis.

In any organization in which many people work the ordinary observer is apt to value only the outstanding achievements of those who occupy the places of greatest importance. The administrator, if he is to be successful, must see each person and each job to be done in relation to the whole undertaking. He must sincerely appreciate the work well done on each of the many levels upon which his associates might be classified. It is worthwhile to have the janitor in a school building doing the best job that he is able to conceive. His work and his satisfaction in it may have a most important bearing upon the achievement of the most skilful teacher in the building. An unhappy or discouraged worker in any part of the school system may limit in ways little suspected the progress hoped for on the part of the workers commonly considered more important. Every part of the work to be done is important and the real administrator is one who makes every one feel the worthwhileness of the part that he is playing in the whole scheme.

The one most important criterion by which to judge of the work of the administrator is found in the query: "Have those who have been associated with him grown?" It is not to be expected that all will have achieved great distinction, but the demand may well be made that all do better work and that all are ready to accept greater responsibility. In every large school system there are teachers, principals, and supervisors of unusual ability. Possibly the most severe test that we can put upon the work of the administrator is to ask in what degree these superior persons have realized their highest possibilities under his leadership.

In the last analysis the creative work of the administrator will be measured by his devotion to the cause of public education. If his loyalty to this service controls his own activities, it will be felt in the lives of those with whom he is associated. If he has given himself willingly and wholeheartedly to a study of the meaning of education in our society, if he has paid the price exacted of those who are masters in the profession which he represents, then he may ask for a like consecration on the part of his colleagues. Great leadership is dependent upon professional scholarship, professional insight, and professional imagination, and these are granted only to one who values the cause that he serves above everything else in the world. The water rises no higher than its source. The administrator may hope to provoke in the lives and work of his colleagues no greater enthusiasm or idealism than that which controls his own.

I would not seek in exalting the work of the administrator to detract from the significance of the work of a great teacher or the contribution of a great investigator. Rather, I would call attention to the fact that the true administrator must be a most skilful teacher and that his researches deal with the emotions, the abilities, and the achievements of men and women. He must have the insight which will discover ability to achieve wherever it exists. He must be able to offer the criticism that will result in dissatisfaction with anything less than the maximum of attainment upon the part of those with whom he works. He must be able genuinely to appreciate the contribution that is made by every worker in the organization, and he must be able to make each of them feel the worthwhileness of the contribution that he makes. He must be actuated by the ideals which he would have prevail in the life and work of his colleagues. He truly is engaged in creative work because his influence has been a vital factor in promoting the growth of those with whom he is associated.—Abstract of address before the Twelfth Annual Conference of Massachusetts Superintendents of Schools at Framingham, Mass.

What Do We Plant When We Plant a Tree?

By Mrs. J. M. Kennedy

What do we plant when we plant a tree?
We plant the ships that will cross the sea.
We plant the mast to carry the sails;
We plant the planks to withstand the gales.
The keel, the keelson and beam and hull;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the house for you and me.
We plant the rafters, the shingles, the floor;
We plant the studding, the laths, the door;
The beams and siding, all that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see;
We plant the tree that out-towers the crag;
We plant the staff for our country's flag.
We plant the shade from the hot sun free;
We plant all these when we plant the tree.

—Exchange.

Compulsory School Attendance

By HOWARD DOUGLAS WOOD

ALTHOUGH compulsory education is as old as civilization, it cannot be said that there has always been compulsory attendance upon the educational facilities provided. The real impetus for compulsory attendance of all children came out of the Reformation, due to the influence of Martin Luther. The education in antiquity was simply class education, nothing being done for the masses—China, India, Athens, and Rome being good examples. The English Poor Laws at best were labor and class laws. The first real compulsory attendance law was passed in Weimar in the year 1619. The schools in America were of religious origin, the people being devout Christians and realizing the necessity of training their children to read and interpret the Bible. Three type attitudes toward schools developed in America: the pauper school type of Virginia, the parochial school type of New York, and the compulsory maintenance type of New England, from which developed the idea of compulsory attendance.

During the Colonial period little real progress was made, although there was some compulsory legislation in Massachusetts and Connecticut. In Rhode Island, the principle of compulsion was wholly lacking. During the early part of the national period there was considerable unrest in the country. Practically all the legislation was factory regulation until the passage of a truancy law in 1850 and an attendance law in 1852 by Massachusetts. Every state in the Union now has such a law, Mississippi being the last to come into line in 1918.

There can be no question in regard to the right of a community to have compulsory attendance laws. If society is to spend money in large amounts for education, then it has a right to insist that all pupils attend the schools provided, or the equivalent at their own expense. To be sure, some may not profit as much as others, but the best interests of the majority are to be considered. This does not mean that there is to be neglect for those who cannot profit from the course that fits the majority. There must be special attention for these exceptional cases or society will be harmed by the presence of this minority. There must not be any semblance of machine-made products.

In order to secure data in regard to the laws in force, forms filled out with the facts as obtained from school codes were sent to the state superintendents of education in every state for verification. The returns were tabulated and graphs and charts were prepared showing the various age groups, minimum standards, minimum school term and attendance, exemptions and penalties, as well as the provisions in regard to evening and continuation schools. The most common practice in regard to compulsory attendance is to require children from seven to fourteen to attend school the full term until the completion of the eighth grade or its equivalent. Labor permits are issued, in general, between the ages of fourteen and sixteen. Pupils are excused from attendance upon school for mental, moral or physical incapacity. For evasion of the law the penalty ranges from a fine of one dollar or one day in jail, to two hundred dollars or ninety days in jail, or both. In spite of the fact that the most common type of law appears satisfactory, it must be noted that this is so in really a minority of the cases. As a matter of fact, the laws are defective in many ways, lacking in uniformity, and having too many exemptions which "pull the teeth" of the laws that may be in operation. The blame for the defects may be placed upon legislators, parents and educators, there being a need for a new attitude toward the child and also an increase in social welfare work. An increase in Federal power will do much to unify the law and equalize opportunities in various parts of the country. This nation cannot afford to continue, as it is at the present, a nation of sixth graders. One other point of danger is the period of optional attendance, during which time provisions must be made for children who may go to school or stay at home just as they choose. The growth of the continuation school is steady, and everywhere there are signs of its success. Child labor is very prevalent in this country, especially in the sections having low school attendance standards. As is to be expected there is a higher percentage of child labor in rural than in urban sections of the country. There is a distinction between child labor and ordinary work around the home. The slow but steady growth of legislation in England and in America speaks well for the newer view of the child.

Among the causes of child labor three stand out markedly: Poverty or ecomonic need, ignorance or greed, and mal-adjustments in school. There is no excuse for the existence of any of these factors and there must be an attempt to eradicate them. The needs of industry have long since ceased to be legitimate reasons why child labor should exist. The cost of child labor is enormous in impaired health (mental and moral) as well as physical. There is an in-

crease in illiteracy, poverty and dependency, as well as instability in child labor with the inevitable waste in time and resources. Delinquency is greater among working than among non-working children. The same is true in regard to liability to accident. If the children continue their training in school beyond the minimum requirements, there will be a great increase in the monetary returns for their future labor. Employment certificates are required in forty-five states and the District of Columbia. In general these are issued by the school authorities. Factory inspection of a sort is required in practically every state. Physical examinations for permits are quite common. The most common requirement is for an eight-hour day and a forty-eight-hour week with night work restricted.

There have been many attempts to regulate child labor, two attempts at Federal legislation failing due to Supreme Court rulings that the laws were unconstitutional. The attempt to secure a constitutional amendment, whereby Congress would have power to legislate in regard to this evil, also failed, due to mis-representation and the argument in regard to states' rights. The real defect in the proposal was that there was no provision for the education of the children. In regard to the constitutionality of the amendment it may be noted that authorities are in general agreement that the constitutionality of a measure must be modified by the result it has upon the majority of the group. The best interests of the people may mean that there should be a change. The framers of the Constitution could not foresee present conditions; therefore, there must be a certain amount of discretionary power left to Congress and the Supreme Court.

In order to enforce a law there must be an adequate means or agency entrusted with the enforcement. In practically every state there is provision for an attendance officer. In general these officers are appointed by the school boards. The number of officers is entirely inadequate in the various states in order to do effective work. The most common number of officers is from one to three per city. In order to do really satisfactory work there should be a bureau of well trained men and women, each of whom cares for about 3,000 children. These officers should be able to do social welfare work, as well as be capable to act as nurses and to secure results as disciplinarians. The National Association of Attendance Officers will be a factor in bringing about desirable results.

In order to have an accurate means of child accounting, there must be a census taken of all children. Every state has provided for a census, but the practices are variable. The majority have an annual census in the summer, for children of school age, taken by school officials. There should be a continuous census which should be constantly kept up-to-date. In addition, an annual checking will be of great value.

Employment certificates are issued by the school officials in the majority of the states. These should be issued to the employer upon his written application and be returned to the office upon termination of employment. Factory inspection is absolutely necessary if there is to be any assurance that the children are not suffering from their labor. There should be an examination of the children at least every six months. How far below the desired standard this country is, can be seen by the tables included in the study.

The juvenile court can serve as a very desirable instrument if properly co-operating with the school officials, but never at any time should the element of criminality be allowed to enter. Another means by which the attendance laws may be enforced is by the assistance from the Bureau of Vocational Guidance. Many children who think they wish to go to work are simply bored with school, and have no real goal in sight. These children can be directed into proper channels so that they may avail themselves of the privileges of the continuation and vocational schools. The mental hygiene clinic can aid greatly by studying the child and by a scientific treatment of the case, adapting the child to the school, and assisting in adapting the school to the child. It must no longer be a hit or miss procedure.

The most common method of dealing with disciplinary cases is by the discipline and reform schools. The practice in the past has been to punish, not to reform. The mental hygiene clinic can often prove of value in determining some unseen reason why the child is a problem. Disciplinary rooms within the building and special schools within the system for the worst cases will often solve the majority of cases without sending a child to the reform school. If manual work is taken up in these schools, the trouble will generally cease. For the worst cases special institutional care in parental schools is necessary, but there must be care taken to segregate children. The probation system will often aid in bringing out a child's better nature. If it is possible to have visiting teachers and school nurses, there will be very few cases where there will be any successful attempt to violate the law.

Then there is a group of children who cannot attend school because of financial need. It is shown that the present general procedure is to exempt these. However, there is no reason why they should not be aided to come to

school. One of the best means is by scholarships and mothers' aid. The latter method has been adopted in forty-five states. There is a need for higher standards because of the defects in the present laws, truancy, illiteracy, inability to speak English, retardation and elimination, physical, mental and moral defects, death rate, immigration, and various economic reasons.

The chief opposition in regard to an extension of the laws has been from private interests and those persons who are jealous of a strong central government. The real reason has been due to expense. An analysis of costs reveals that the argument is entirely fallacious. There is need for a Federal Board of Education with rather extensive power in regard to provisions in return for financial aid. Thus there will be an equalization of educational opportunity, and an end to the present inequalities.

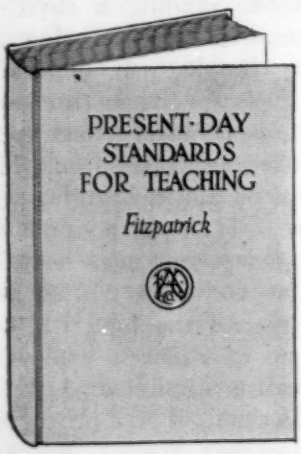
It is recommended that there should be a uniform minimum requirement for the country as a whole. There should be full time attendance for forty weeks a year between the ages of six and sixteen for all normal children unless they have completed the high school. Labor permits may be issued to grammar school graduates who are sixteen, but these children must attend continuation school eight hours per week until eighteen. This should continue through the year. For those children who are backward and cannot succeed in the ordinary grades there should be a provision whereby they may attend half-time schools from fourteen to sixteen and continuation schools from sixteen to eighteen. It is desirable that the attendance should be through the year. It is also recommended that there be army schools maintained by the Federal government where children who are backward may be provided with an enriched curriculum. In this way, the small communities will be greatly aided and boys encouraged to continue in school due to the monetary returns.

It must always be borne in mind that there must be no class legislation which makes discriminations. The welfare of society as a whole must be taken into consideration, even if there is a certain portion of the population which cannot profit. Definite provisions should be made in regard to this group as a means of protecting society. Mass production of a uniform product is not to be encouraged. Individual tastes, capacities, and aptitudes must be considered.

America is not and cannot be a melting pot. It cannot be hoped nor is it desirable to completely change all manner of peoples into a new form. Eventually there will be a merging of the different groups and there will ensue a new consciousness. The hope of America is to develop a citizenry truly American, loyal to this country but keeping the best traditions of the lands of nativity.

If I cut down weeds they will spring up again, but if I plant something there which has more vitality than the weeds I shall not only get rid of the constant cutting, but have the benefit of the crop besides.

—William Jennings Bryan.



PRESENT-DAY STANDARDS FOR TEACHING

By F. BURKE FITZPATRICK, Professor of Education
State Teachers College, East Radford, Virginia

HERE is a book that gives the teacher knowledge of the best present-day teaching methods. It enables her to test her own ability and efficiency as a teacher. It shows her just how her qualifications and classroom results compare with modern teaching standards. It will help her to improve any features of her work in which she may now be deficient.

The author, who has had many years experience in training teachers, first defines the essentials of good teaching according to modern ideas. He then presents in detail, definite present-day standards by which teachers can evaluate every feature of their work.

The helpful character of this book is indicated by its chapter headings, some of which are: Methods of Evaluating Efficiency in Teaching; Some Specific Standards for Evaluating the Recitation; Pupil Activity versus Teacher Activity; Organization of Subject Matter (Project and Problem Methods); Effectiveness of Questioning; Principles of Lesson Assignment with Illustrations; Habits of Study; Maintaining Order and Discipline; Self-Improvement by Self-Analysis; Lesson Planning; etc.

At the end of each chapter are questions to test the reader's grasp of the preceding pages and references for further reading. An appendix gives schedules for class arrangement in the smaller elementary schools.

208 pages, standard cloth binding, $1.25 postpaid.

F. A. OWEN PUBLISHING COMPANY, 20 Bank Street, Dansville, N. Y.

The Lawrence High School

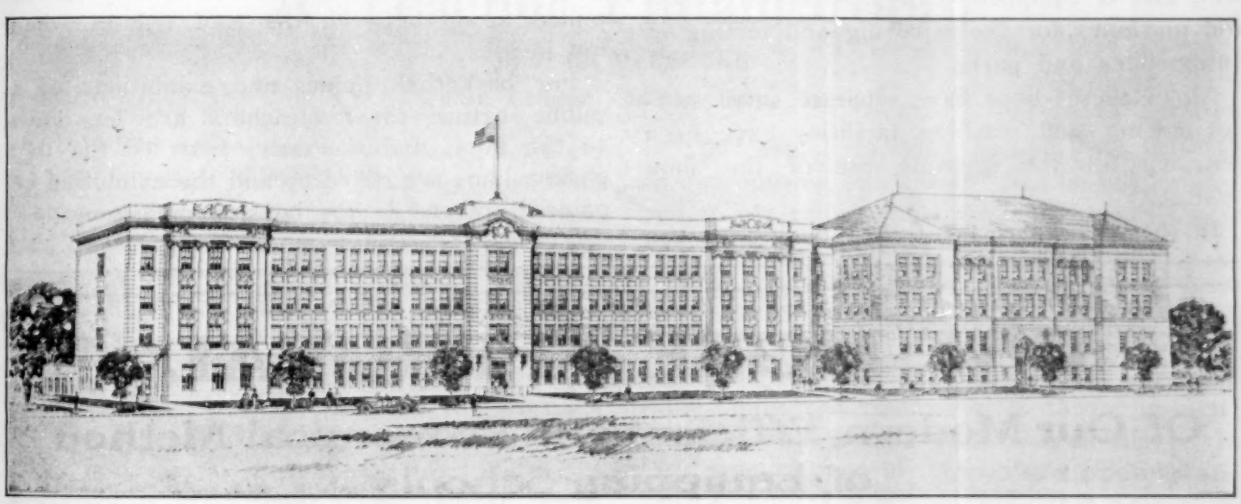
By JAMES E. ALLEN

Lawrence, Mass.

THE new Lawrence, Mass., High School is built adjacent to and is connected with the present High School building, and has been named the "James D. Horne Annex" in memory of James D. Horne, who served for a great many years as headmaster of the Lawrence High School.

The building has a frontage of 258 feet on Haverhill and varying depths of from 38 feet to 200 feet. The front portion of the building is arranged with a centre corridor with rooms on each side, and this corridor connects with the corridor in the old building. Another corridor running from the front to the rear of the building is provided directly connected with the main central entrance.

The main front portion of the building is four stories in height, and the rear portion of the building, which contains the lunch room and the gymnasium, is three stories in height, while the shops are arranged on either side of the centre entrance corridor, and are one story in height.



LAWRENCE (MASS.) HIGH SCHOOL James E. Allen, Architect, Lawrence

Reinforced concrete fireproof construction has been used in the building with the exception of the shops and the gymnasiums, which are of mill construction; all exterior walls are of buff-colored brick to match those in the old building, with trimmings of Indiana limestone, and copper cornices.

The new building contains 2,000,000 cubic feet and will accommodate, together with the old building, 2,000 pupils.

In the front portion of the ground floor at the left of the centre entrance are located two cooking rooms, a laundry and a model apartment, consisting of combination living and dining-room, kitchen, bedroom and bath, all completely furnished. The cooking rooms have been furnished with tables, gas ranges, fireless cookers and electric refrigerators.

The laundry adjacent to the housekeeping suite is fitted up with wash trays, washing machine, dryers and ironing machines, and here all the laundry work is done in connection with the towels used in the gymnasium shower baths.

In this portion of the building is also arranged a large storage and supply room for the school supplies, which is connected with all floors of the building by means of a dumb waiter.

On the right of the centre entrance are the sewing, dressmaking and millinery rooms, and in connection with the dressmaking room is arranged a small fitting room.

In the central portion of the building are arranged the various shops, consisting of woodworking, machine, sheet metal, forge shop and auto shop.

The woodworking shop is 48 feet by 125 feet, and contains 40 woodworking benches and 20 benches with wood-turning lathes, as well as a complete line of woodworking machinery, and in one corner of the shop there has been arranged a lecture room with elevated seats for thirty-five pupils.

Adjacent to the woodworking shop are arranged the stock room for incoming rough lumber, and an instructor's office with a connecting stock room for the keeping of special tools not ordinarily used in every-day work.

There are also rooms for the storage of finished work and for painting, glueing and finishing. This shop has a wood block floor laid over concrete, and light is received from two sides in addition to skylights.

The machine shop is 48 feet by 92 feet, and has connecting small rooms and lecture room same as the woodworking shop. Twenty-four machine benches have been provided and eight small lathes, together with a large lathe, milling machine, grinder, planer and other machine tools, all of which are direct connected, electric driven and equipped with the latest safety devices.

Directly connected with the machine shop is the forge shop, which occupies a space of 25 feet by 60 feet, and which contains 12 benches, 12 forges, a small furnace and punch and shear.

The sheet metal shop is 31 feet by 48 feet and has 18 individual benches, two large benches, a shearing machine and a complete list of sheet metal working tools.

In the automobile shop the benches have been arranged around the walls of the room, leaving the centre available for the cars. The cars can be driven directly into this shop from the street. This shop is 34 feet by 74 feet, and is equipped with all necessary tools and machines for the repairing and testing of automobiles and parts.

All of these shops have separate small storage rooms, and washing facilities have been provided for the separate use of the shop pupils.

In the extreme rear of the building on the ground floor is located the lunch room and kitchen. This lunch room will seat 750 pupils in addition to the teachers, and the kitchen in connection with it is fully equipped from salt-shakers to dish-washing machine.

On the first floor are located the administration quarters for the school, consisting of a large general office, and private offices for the headmaster and dean of girls. Adjacent to the administrative offices is located the clinic and rest room, and the balance of the first floor is made up of regular classrooms.

The gymnasiums and shower and dresssing rooms are located at the extreme rear on the first floor directly over the lunch room.

Separate gymnasiums and dressing rooms are provided for boys and girls, each being 50 feet by 80 feet, and are separated by rolling wood doors.

In the girls' gymnasium are bleachers which will seat 500 persons.

These bleachers are arranged in five sections, and are hinged to the wall so that they can be pulled up in between the roof trusses when not in use.

For basketball games and exhibitions of a public nature these bleachers are let down to the floor, and the doors between the two gymnasiums are rolled up and the exhibition or game is played in the boys' gymnasium

[Continued on page 605]

ONE MORE APPROVAL

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LAWRENCE MASS.

Separate small lockers are provided for each pupil in the dressing rooms adjoining the gymnasiums.

The gymnasiums have a maple floor, with a red brick wainscot, with white brick above, and are lighted from two sides.

The second floor contains besides regular classrooms, special rooms for bookkeeping, typewriting and stenography, and between the two bookkeeping rooms has been built a small model bank for use in connection with the commercial course.

The drawing, art and music rooms are on the third floor. Two rooms are provided for freehand drawing and arts and crafts work, and the mechanical drawing department is contained in one large room which is furnished with 72 individual drawing tables, as well as with three large tables and filing cases.

The music department consists of a room to seat 30 pupils, and a small hall with a stage to seat 120 pupils. These two rooms are provided with piano and phonograph machines together with filing cases for records and music and also with a large wall case for the storage of the bank instruments.

Individual lockers are provided for each pupil and these lockers are evenly distributed on the different floors of the building and are adjacent to the toilet rooms.

All stairways throughout the building are of fireproof construction with wainscoting of brick, and the floors of all classrooms are laid with battleship linoleum.

The building is equipped with a fan system of heating and ventilation, and provided with automatic temperature control.

A Teacher Philanthropist

By JOHN D. BROOKS

Wilson College, Chambersburg, Pa.

SCRAPING acquaintance with bench warmers in a public park is a rather uncertain pastime. Occasionally you strike the pure gold of character, hidden it may be under misfortune or tragedy. More frequently, however, you find little but the veriest dross of shiftlessness, inefficiency, or even criminality.

This man, as I surveyed him carefully from a distance, seemed so much above the average, that I wondered at his presence there. I ventured to share his bench with him, and after hesitating a little time, asked several casual questions in an attempt to open a conversation.

He smiled somewhat quizzically at first and answered me in monosyllables, but finally after turning and glancing toward a little girl playing near us, he looked at me thoughtfully. Apparently reassured, he folded his arms and settled himself on the bench for a conversation. He talked as though his words were the result of recent brooding and introspection. His opening remark was rather disconcerting.

"I feel embarrassed in making this statement about myself, but you will be surprised to learn that I am one of the world's greatest philanthropists."

He glanced sidewise at me while I gazed blankly at him. It was truly disappointing. I shrank rather visibly within myself with the thought, "Just another mild lunatic! Evidently he is harmless or he would not be at large!"

"Yes," he continued, "I am a tither."

"Oh," said I, thinking to make the best of an unpromising encounter, "that hardly entitles you to pre-eminence in philanthropy. Millions of people give a tenth or more to religion or charity. In fact, tithing is a fixed tenet of some creeds."

"That," said he, "is not my form of tithing. I give to others nine-tenths of what I earn, and retain only the remaining tenth for myself; and that, too, from a very meagre salary. In fact," glancing at his threadbare clothing and worn shoes, "I won't get even that proportion soon when the two older children enter college."

He divined the question I would have asked, and continued:—

"I am a teacher by profession; not an executive, administrator, or supervisor, but just a plain classroom teacher. I might possibly have risen to some of the so-called higher positions, but it is in the field of immediate instruction that my tastes and talents lie. The classroom is my kingdom. There I am happy and at my best. I wish to do nothing else. I am influenced, too, by the unfortunate fact that the number of men teachers in this field is wholly inadequate."

Just then a little girl of five, with a handful of dandelions and other flowers, laboriously gathered from the lawn, came and climbed upon his knee. With great effort and some covert assistance, she pinned the flowers on the lapel of his coat.

"There, papa," as she presented them with a

kiss, "now you look beautiful," and snuggled down against his worn coat as he pressed her to him.

"This is Nancy," said he, "she is the youngest of five.

"As I have suggested, the financial problem in our home has been a most trying one. I feel, however, that I have been a much better teacher because I have lived a normal life with wife and children. Surely the salaries in our profession should not preclude that.

"Prior to the World War, some extra allowance in salary was made me because of my family needs, but the slogan that has since been raised, 'Equal pay for equal work,' has stopped all that. Teachers' salaries, gaged by the needs of unmarried women without dependents, have risen to the level of mine, while mine has remained stationary.

"The struggle, as the children grow older and prices continually rise, gets increasingly severe. I don't feel that wife and I can hold out much longer. I must change my profession. The children, God bless them, help what they can, but under modern conditions that is little. To deprive them of their educational opportunity seems unthinkable to both of us. We have been compelled to move to cheaper apartments. I bring Nancy to this park as her only chance of open air and sunshine."

He stopped and bowed his head against that of the little one, now fallen asleep. I sat in silence, deeply moved by the depth and intensity of feeling shown in his recital.

He picked up a worn volume of Ruskin that lay on the bench beside him.

"I have been reading here in 'The Roots of Honor,' what seems to be a fair solution of the problem.

"Ruskin classifies the world's workers into merchants and professional men and women. The merchants are those who work for money and are paid according to the value of services rendered. The professional class, which includes physicians, lawyers, soldiers, preachers and teachers, serve society and receive merely a living wage. In fact, no one can evaluate the worth of their services.

"That is what makes this cry of 'Equal pay for equal work' seem to me wholly inapplicable and so belittling to our profession. I don't work. I serve. The advancement of others, and not my own, is my aim. I ask to be rewarded only according to my necessities. Those of the present are very scantily taken care of, while those of the future for wife and me are wholly unprovided for. Surely, lawful dependents should be considered in adjusting teachers' salaries."

I remained silent. I could offer neither comfort to him nor another solution to his problem.

After a little time, he adjusted his weather-beaten straw hat, raised the sleeping child to his shoulder. "Well, goodbye," he said. "We must run along. Ma and the children will be looking for us."

I watched him disappear among the shrubs and trees, and wished I could meet "ma," who, I felt, was probably not the less heroic of the two.

The Boy and the Flag

By Edgar A. Guest

I want my boy to love his home,
His mother, yes, and me;
I want him, wheresoe'er he'll roam
With us in thought to be.
I want him to love what is fine,
Nor let his standards drag,
But, Oh! I want that boy of mine
To love his country's flag!

I want him when he older grows
To love all things of earth;
And, Oh! I want him when he knows,
To choose the things of worth.
I want him to the heights to climb
Nor let ambition lag;
But, Oh! I want him all the time
To love his country's flag.

I want my boy to know the best,
I want him to be great;
I want him in Life's distant West,
Prepared for any fate.
I want him to be simple, too,
Though clever, ne'er to brag,
But, Oh! I want him through and through
To love his country's flag.

I want my boy to be a man,
And yet, in distant years,
I pray that he'll have eyes that can
Not quite keep back the tears
When, coming from some foreign shore
And alien scenes that fag,
Borne on its native breeze, once more
He sees his country's flag.

—George Junior Republic.

The Flag of the United States

By JASPER T. PALMER

Mount Vernon, N. Y.

EXAMINATION QUESTIONS

1. When was the flag of the United States born (authorized by Congress)?
2. What is the official designation of our national flag?
3. How many stars and how many stripes in the first United States flag, and why the particular number chosen?
4. For what do the colors of the flag stand —the red, white, and blue?
5. How long did the original flag with the same number of stars and stripes exist, and what was the next change?
6. How long did the second flag plan exist, and during what war was it used?
7. What song was dedicated to our flag during its early history? When and by whom written?
8. Do you know which star in the flag represents your state, and if so, which one?
9. How many stars and stripes in the present flag of the United States? How many red stripes and how many white stripes?
10. On what dates should the flag be displayed?
11. What time of day should the flag be hoisted, and what time of day should it be lowered?
12. What is the rule concerning the displaying of the flag on Memorial Day?
13. When hoisting the flag to half staff what is the proper procedure?
14. What should men and boys and women and girls do when the flag is being hoisted and lowered, and when it is passing in a parade?
15. What is the position of the flag of the United States in parade?
16. What is the position of the United States flag when raised with other flags?
17. What should be the position of the American flag when displayed with other flags against the wall from cross staffs?
18. What is the position of the union when the flag is displayed against a wall horizontally and vertically?
19. What is the position of the union when the flag is hung over the middle of a street?
20. What are the rules of the flag in connection with its use in draping, costuming, advertising, etc.?
21. When a flag becomes soiled and old how should it be disposed of?

ANSWERS TO THE EXAMINATION QUESTIONS.

1. June 14, 1777.
2. The Flag of the United States.
3. Thirteen stars and thirteen stripes, representing the thirteen original colonies.
4. Red stands for valor, zeal, and fervency; the white stands for hope, purity, cleanliness of life, and rectitude of conduct; blue the color of heaven, for reverence to God, loyalty, sincerity, justice and truth.
5. Eighteen years; fifteen stars and stripes.
6. Twenty-three years; War of 1812.
7. "Star Spangled Banner," written by Francis Scott Key.
8. Second row third star: New York.
9. Thirteen stripes and forty-eight stars; seven red stripes and six white.
10. February 22, 12, May 30, June 14, July 4, November 11, and a few other days through custom and general usage.
11. Sunrise and sunset.
12. It would be half staff from sunrise to noon; full staff from noon to sunset.
13. Flag is first hoisted to peak and then lowered to half staff.
14. Men and boys should stand at attention, placing their hats over the left shoulder; if without hats bring the right hand to the forehead. Ladies stand at attention and place their right hands over their heart.
15. Either in the front of centre line or at the right of the marching line if another flag is carried too.
16. At the top.
17. At the right.
18. To the right; to the observer's left.
19. Union to the north in east and west streets; to the east in a north and south street.
20. Unlawful.
21. Burned.

We must look for the really creative development of education in the methods of teaching rather than in the materials of teaching. —Glenn Frank

Character Chats

A Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

On the Highways of the Soul

THERE was once a little girl who lived in an attic high above the din and hurry of the big city. She was very frail, very white-faced and very gentle. She had not left her bed for years, for she had a sickness of the spine that prevented her from standing up.

One of the few friends who climbed the four flights of stairs now and then to see her was an old man who had suffered much and therefore learned many things.

On one occasion he stood looking out of the attic window. "Look, Marie," said he. "See that old, bent lady down there? She has been knocked about all her life. I wonder what kind of a look would come over her face if someone were to go ahead of her and scatter roses for her old feet to walk over? I wonder, indeed."

The next day Marie was looking down on the street. The same old lady hobbled into sight. A smile came over the face of the sick girl. "Just for fun," she cried, "I'll scatter roses before her feet. I'll think roses down on her until she is clear out of sight. I'll fill the street with them till they are soft under her tired toes like a rich carpet."

The old lady passed and the little girl smiled happily. "The whole street was full of them," she sighed. "I can smell them still. White ones and crimson and gold, the finest I could pick in all the gardens of my heart."

As she spoke a little boy came to the corner of the street, and looked anxiously about for a chance to cross. "Dear me!" cried the sick girl, "I must go right down and take him by the hand and lead him across. He's so little! There! I wonder if he knows I have him by the hand? Goodbye, little boy. I hope to see you some other day."

The boy was hardly out of sight when a drunken man came reeling into view. "O dear!" cried the little girl. "Just think! He has traded his mind for a drink of vile whiskey. I shall go right down and talk to him. Don't you know, poor man, that God gave you a wonderful brain as a palace for your soul? Don't you see that you have driven your soul out and let in a wicked demon to ruin your life? See how your legs wobble and how your head shakes, and how people look at you! Oh, where is your beautiful soul?"

So it went from day to day, the bed-ridden girl in her attic showering roses on the old and weary; helping the weak and talking to the souls of the wayward. There was something very strange about it all. People noticed a change in the street. Some one seemed to be there on the corner, and yet no one ever looked up to see the face of the little girl against the window in the attic under the roof.

One day Marie did not look down on the busy street; the old lady passed and there were no roses for her feet; the little child came to the corner and there was no spirit hand in his to help him across; but who can say that the little bed-ridden girl did not do gallant service on the highways of the soul and who can say that she did not leave all of us a legacy of love, of kindness, of constant care for each other?

The Spirit of the Brook

THERE is a brook not far from my home that comes rollicking down from the hills, skipping around the old sober rocks, laughing gleefully in patches of sunlight under huge oak trees, sliding with a flutter of white garments down smooth, rocky shelves, and then finally sleeping like a tired child where the long level meadow lays wreaths of water lily leaves across its brow.

There is one spot where the brook is happier than any place else. A huge violet rock, with a green cushion of velvet moss, lies right across its path as though daring it go further, whereupon the happy brook encircles it with two slender arms and skips round and round, its white garments flying as though making sport of it.

To this spot, one day, an artist came. With brush and water color he labored hour after hour to catch the spirit of the brook.

To this spot, another day, a sculptor came. Hour after hour he moulded plastic clay with skilful fingers. He, too, sought to catch the spirit of the brook.

To this spot, another day, a poet came. With thoughtful brow and poised pencil he, too, sought to catch the spirit of the brook.

Now all of these famous men sat through their work with solemn faces and muscles tightly stretched. Not one smiled and so not one caught the gleeful spirit of the brook. Then, another day, a little girl came to this spot, and leaning on the soft green velvet of the moss-covered rock, peered down over the edge into the whirling pool below. The spray from the happy dancing brook blew across her cheek like a soft, cool veil; the bubbling laughter sounded in her ears, and in sheer delight she laughed and clapped her hands.

She, alone, of all who came caught the real spirit of the brook.

Now many times in life we come to places where the waters run white with swift events. If we are fearful or too sober or too anxious we lose the spirit that we came to seek.

A smile, a happy laugh, is often the surest means of gaining what we wish. This much is sure. No one ever lost anything by being the bearer of a cheerful spirit.

On Being Awake

YOU and I are awake. Do you ever stop to think what that means? Look at that stone yonder. It never moves. You can break it with a hammer, and it does not complain. See that dead bird beneath the tree. It has wings, but they are motionless forever. Once as timid as a piece of thistle down, now you can pick it up without causing a motion of a limb. See that cloud in the sky. How the wind drives it on and on until it is lost over the sea. It has no rudder to steer it, nor propeller to change its course. But you and I, why, we are awake. We see with our eyes, and we hear with our ears and we move and, wonder of wonders, we know where we are going. We can steer ourselves. We can drive ourselves, wherever we will. That rock may lie under the tree for a million years, but we can sit upon it today and then rise up and pass on. That dead bird has sung its song and moved its wings for the last time, but you and I can still sing today and still spread the pinions of our souls. You and I can dream and hope and plan and work. That cloud may blow out to sea and be lost in the night forever, but you and I can steer our course whither we will. You and I can carry the glory of the rising sun with us. We can hover over the fertile fields and shed the blessing of our presence on the hearts of other men, for you and I are awake, alive, in this wonderful world. You and I can be rocks of strength and birds of sweet song and clouds of mercy and gentleness. You and I can serve where we will, in the fields, or in the mines, or on the hilltops or in the valleys. What a blessed privilege just to live, to see all this passing show, to understand a little of it, to hope that there is still a better world ahead of us. Let us, therefore, be awake while we live. Let us profit by the power in us. Let us not walk as dead men with eyes open but unseeing, and ears sticking out but unhearing, and feet that stumble along the road in a blind rush for nowhere at all. To be awake, to have a purpose, to go forward, that is the joy the Father wishes for all of us.

The City of Success

THERE was once a prince who wished to make a journey to a beautiful city called Success. He had heard about this city from the lips of travelers. One said its streets were paved with little golden cobbles; another said its walls were set with jewels of great price; another said there was a sound of music ever to be heard within the houses that lined its avenues; another said the sky was ever fair above it, and another said that down through it flowed a silent stream of everlasting joy. All these stories so inflamed the mind of the prince that he placed a pack upon his back and started forth. In due time he went beyond the borders of his own kingdom and came to a crossroads. Before him lay the choice of three roads. As he knew not which to take he sat down on a rock, and waited for someone to pass by. "Where lies the City of Success?" he asked the first traveler. "The first road on your right leads directly to it," said the traveler, as he hurried on. The prince rose up with joy in his heart. "The journey cannot be as far nor as hard as I thought," said he. "I shall be there before the night falls." Scarcely, however, had the prince started on the way when he came to a high hill over which there was no trail. He climbed all day and slept on the hard ground that night, and on the afternoon of the following day came to the top and found the road again. "That was a hard hill," he said to himself, "but from now on the way may be easier." Scarcely had he said the words when he came to a wide bog into which the road ran. "Alas!" cried the prince, "no man can pass over that bog. I have been led astray. I shall go back to the crossroads and find an easier way." Again the prince sat on the rock at the crossroads waiting for a passerby. "Can you tell me an easier way to the City of Success than the first road on the right?" asked he of the first who came by. "Try the second on the right," said the traveler over his shoulder as he hurried on.

The prince rose and trudged away. No sooner had he entered the second road than a stiff wind began to blow in his face. It blew all day and so increased in violence towards night that the prince had to lean far forward to make any headway at all. "This will never do," said the prince. "No man can travel against a wind like that. If it blows as hard in the morning I shall return to the crossroads and find an easier way." When the sun rose the wind increased to a gale. It took the prince's breath away and flapped his long robe far out behind him. "I shall go back," cried the prince, so he turned around and with the wind at his back made swift progress to the crossroads. Again he sat on the rock and again he asked the question, and the traveler, without pausing, cried over his shoulder: "Try the third road on the right. It leads straight to the City of Success." The prince rose and started out. As he rounded a corner he came upon a fenced field in which grew beautiful melons. Each one was colored a lovely pale green. Each had a golden curly stem, and each was half hidden in silver leaves. "No trespassing," said a sign above the field, but the prince was hungry, so he tore down the fence, and cut open one of the melons and ate of it. When he had enough he went back to the road again, but to his surprise found it had dwindled to half its former width. "That is strange," said he, "the wide road has suddenly became a narrow one." The prince trudged on, however, and the next day came to an apple tree standing on a hill, loaded down with glorious crimson apples. As the prince was hungry he left the road and came to the tree. "No trespassing," said a sign nailed to the tree's trunk. "Never mind that," said the prince. "I am hungry and shall eat all I like." So he sat in the shade and ate, and when he was satisfied rose up and went back to the road again. To his surprise the road dwindled at once to a mere path. "That is strange," cried the prince. "The road is now a mere path." However, the prince trudged on, and the next day came to a field loaded down with great ears of green corn.

"What luck!" cried the prince. "Now I shall eat my fill of corn." Directly in front of him was a big sign which said: "No trespassing." "Never mind that," said the prince. "I shall take what I want." When he had eaten his fill he went back to the path and found, to his dismay, that it had disappeared entirely at the field end. "This is strange," cried the prince. "The path has ended. I must go back to the crossroads and find another way." Try as he would, however, he could not retrace his steps, so he wandered, lonely and discouraged, all the rest of his life.

Of course, he did not know it, but seventeen times did he travel completely around the City of Success without once glimpsing the beauty of its walls.

The New Lamp

A FRIEND of mine is what you might call an "odd stick." He is always doing extraordinary things, thinking extraordinary thoughts, and finding beauty in extraordinary places.

Not long ago, while motoring through the mountains, he came into a happy little valley, down which rushed a joyous stream of water. My friend got out of his car and wandered along the banks of the brook. He came to a spot where the earth had been washed away from the roots of an old birch tree. The tree had died, and the white roots looked exactly like curiously-shaped bleached bones. Now you and I would have passed right by with one glance at the dead roots, but my friend saw beauty there; he saw one curving root that said something to him; that told him some story of what it might become. In any case, my friend cut the root away from the tree and took it home.

Last night I saw that root standing in the centre of my friend's dining-room table. It was curiously curved and covered with little nobs; it stood on a lovely dark base, and through it ran an electric light cord to a small round bulb upon its top. You see my friend understood what the root said to him and transformed it into a strangely beautiful electric lamp.

It must be a joyous thing to understand the voice of beauty calling out of an old dry root, or a broken stone, or a little dried-up bulb, or a naughty little child, and then be able to answer its voice and bring it into being.

Just as my friend saw beauty in the old root, so can each of us see beauty in nearly everything about us. Sin, alone, is so ugly and displeasing that it cannot be turned to beauty's uses. Sin, alone, remains sin, no matter how we attempt to disguise it; sin, alone, stripped of its false make-up is the one thing that is hateful alike to honest men and God.

So, like my good friend, let us search for beauty even in unlikely places and having found it set it up, and light it with a glow from our own souls so that it may scatter loveliness about us.

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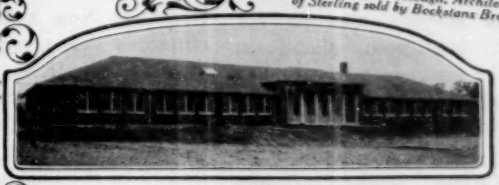
Fergus Falls School, Fergus Falls, Minn. Walter R. Dennis, Architect. 2415 sq. ft. of Sterling sold by Northern School Supply Co.



Olympia High School, Columbia, S. C. Wilson, Berryman and Kennedy, Architects. J. E. Heslep, Contractor. 1900 sq. ft. of Sterling sold by Jones School Supply Co.

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TREND OF THE TIMES

Klan Leader Heads Anti-Evolution Drive

The Supreme Kingdom, an anti-evolution society, organized by Edward Young Clarke, former acting imperial wizard of the Knights of Ku Klux Klan, promised to open an active organization campaign on June 1. Fred W. Rapp, for ten years organizer and business manager for Billy Sunday, has been placed in charge. Clarke promises to awaken the South and the country and to issue a warning to the people of the United States against the dangers of evolution, atheism, modernism and communism. Three months of preliminary work has taken place in all parts of the nation and activity of the Supreme Kingdom is ready to start in about twenty states, including Massachusetts, Connecticut, Illinois, Ohio, Pennsylvania, Indiana, Florida, Tennessee, Texas, Alabama, South Carolina, Georgia and in six or seven western states.

Insurance Policies To Buy Court Dress

With this year's presentation of debutantes to royalty at Buckingham Palace as a background, an enterprising English insurance company is informing peeresses and others who have entree into English high society of a plan by which the cost of a court dress for debutantes eighteen years from now may be paid for. Parents are shown how they may easily arrange for the "coming out" costs of future debutantes now in their cradles. Any girl up to twelve years of age is eligible for a policy of 500 pounds, payable at the age of eighteen. Premiums run from 21 pounds 11 shillings per annum at the age of one year to 54 pounds at the age of ten. At present the cost of a debutante's wardrobe during her first season ranges from 300 to 450 pounds, provided the gowns and "extras" are purchased new.

Communist Total In U. S. Declines

That Bolshevism does not thrive readily in America is revealed by figures showing the strength of the American Communist party as given in the American Labor Year Book. The total membership of the Workers' (Communist) party is given as 16,325, or 1,064 less than at the end of 1924. Aliens make up eighty per cent. of the membership. The year book fails to point out, however, the sources from which the Communist party is financed. In labor circles it is generally admitted that the cost of all the activities is covered by the Third Internationale, the Soviet government's division of propaganda, from Moscow. According to well informed labor leaders in New York City, regular remittances are received by the Communist party from Moscow through secret agents operating under commercial and other disguises. One reason for the decline in membership is said to be the expulsion of many members on the ground of "impurity" of their Communist principles.

Tiger Shower as War Horror

Lions, tigers and venomous serpents let loose on a defenceless countryside by an unscrupulous enemy will be the real terrors of the next war according to Rev. A. Cumming, vicar of Addlestone, Surrey, England. In an article in his parish magazine he states that "it was with considerable misgiving that I read in the papers the other day of the arrival in this country of a full-grown lioness by airplane. This incident adds to the long list of horrors in warfare which may be expected when the next fearful catastrophe comes along." Thus admitting he believed there would be another war, he goes on to say: "The people will witness giant airplanes disgorging armies of tigers, cheetahs, baboons, Tasmanian devils. Airships will be especially designed to carry myriads of cobras, boa-constrictors, rattlesnakes and other repulsive serpents. Warships will carry crocodile tubes instead of torpedo tubes. Everything seems to point to the fact that the nation will win the next war who can most successfully enlist the services of the brute creation."

Birth Rate Lower In 16 States

The Department of Commerce reports that birth rates of 1925 were lower in 16 of 30 states for which figures are available and death rates were higher in sixteen states. On the whole, however, the death rate declined very slightly. The area surveyed is known as the registration area, used by the department in compiling vital statistics. It excludes Massachusetts and Utah, part of the area, from this report because complete figures were not available. The highest birth rate for 1925 was 28.8 per 1,000 population, in North Carolina. The lowest was 15.1 for Montana. Vermont had the highest death rate, 14.6 per 1,000, while Montana and North Carolina had the lowest, 7.7.

Trade Failures Show Increase

Business failures in the last five years approximated $3,500,000,000, according to the business service executive committee of the National Association of Credit Men. This amount is 350 per cent. over the similar preceding period. Incompetency and not dishonesty is given as the chief cause for the enormous increase of American business failures.

Three Airplanes To Map Alaska

Three amphibian planes, which will be employed this summer by the Navy's expeditionary force in air-mapping America's last frontier, have hopped off for Alaska. About 40,000 square miles will be photographed. The pictures will be sent to the Navy Department to be assembled into a mosaic map of Alaska. The territory to be mapped is extremely dangerous to aviators. It is mountainous and the coast lands are cut by innumerable fjords, tidewater bays and inlets, some of which are flanked by gigantic glaciers. The party includes seven officers and thirty-eight enlisted men.

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Negro Group-Singing Is Disappearing

The new South is fast losing one of the cherished traditions of the old South—the "spirituals" and their unmatched harmony in the song of the Negro. Industrial progress is believed by music critics to be largely responsible for the change. The large plantations of Dixie at one time were the homes of the South's chief Negro musicians. Now the best musicians of the race are to be found in the cities and centres of population, where many Negroes have acquired cultural attainments which have detracted from the old-time song. With the scattering of farm help the folk harmony is passing. No matter what the Negro sang or how he sang it, there was that indescribable rhythm, swing and motion which was as harmonious as the flow of a meadow brook. He knew nothing of crescendos, fortissimos, pianissimos, but he knew harmony. One must journey today far into Alabama to find Negro singing which even approximates the harmony that once existed over the entire South.

France Honors Kreisler, Her Foe in World War

Promotion to officer of the Legion of Honor by the government of France, a former enemy nation, for "services rendered to France," has been granted Fritz Kreisler, violinist, who was an Austrian artillery officer during the World War. The "services rendered" are to French music, and the insignia of higher rank were presented to Kreisler by a deputation of professors from the National Conservatory of Music. Kreisler is a former pupil of the conservatory.

Byrd Now Plans South Pole Flight

Commander Richard Byrd, the first man to fly over the North Pole, has announced that he will undertake an expedition to the South Pole as soon as possible.

Home Tests For Immigrants

The State Department has arranged to conduct examinations of prospective immigrants within their own country, in Germany, Norway and Denmark. This is an extension of the system inaugurated in England and the Irish Free State a short time ago in connection with the new immigration law. Officers from the Public Health Service and the Bureau of Immigration are proceeding to these nations to act as technical advisers to the American consuls in Berlin, Stuttgart, Cologne, Hamburg, Bremen, Oslo, Bergen and Copenhagen. The early success of the plan in England and Ireland prompted this extension of immigrant examination at home. The number of rejections on arrival in ports of the United States is reported to have been reduced to a minimum by this plan.

Finest Russian Church Cracking

Cathedral of St. Isaac, the largest and finest church in Russia, has developed serious fissures in the great granite monolithic columns. Built upon submerged wooden piles, as are most of the buildings of Leningrad, the magnificent edifice, which cost $15,000,000 to build, has been steadily subsiding. Great perpendicular cracks have appeared in one column facing Alexandra Park, and the portico, which it supports, is threatened with collapse.

Strikes Forbidden by Fascist Decree

Premier Mussolini recently created a Ministry of Corporations, which is intended as the supreme head of the new Fascist Labor Syndicates. These institutions are to be the sole means of arbitration in all questions and disputes between Italian employers and employed. Strikes are henceforth a criminal offence, unless expressly sanctioned by the Fascist syndicate. And the permission to strike comes, if it comes at all, from that new Ministry of Corporations, whereof the Duce is to be Minister. Fascists claim that this is a step far beyond any that the more democratic governments like the British have even begun to dream of. Working men in Italy are said to be not over-fond of this innovation.

Chemists Plan Study In Oil Industry

Plans to carry out research in America's nine-billion-dollar petroleum industry with the $500,000 provided by John D. Rockefeller and the Universal Oil Products Company, are outlined by Dr. Benjamin T. Brooks, chairman of the New York section of the American Chemical Society. Professor James F. Norris of the Massachusetts Institute of Technology made public the plans. Dr. Brooks declares that a single saving of more than $150,000,000 annually can be accomplished if fractionation by the best modern equipment is applied to the whole industry. He indicated that the oil researchers would take up the geological history of petroleum, and conduct investigations into present refinery products and processes. Dr. Brooks said: "There are men imbued with scientific curiosity in hundreds of research laboratories who ask only to be 'grub-staked' to go forth and blaze new trails."

Separate Autos For Arabian Women

The city elders of Bahrein, Arabia, on the Persian gulf, decreed that men and women should not ride in the same automobile. This struck the growing taxi business a hard blow. Automobiles are rapidly replacing camels and donkeys, with American cars leading.

Fires Started by Careless Smokers

Six per cent. of the nation's fires in 1925 were caused by careless smokers, declared Rudolph P. Miller, head of the National Fire Protection Association, in an address before that organization's thirtieth annual convention in Atlantic City.

Referendum For Kaiser's Estates

A national referendum on the question of confiscation without indemnification of the property of the former German ruling house, the Hohenzollerns, will be held on June 20, the new Marx cabinet has decided. Wilhelm Marx has accepted the chancellorship proffered him by President Von Hindenburg. He is retaining the Luther Cabinet and its policy especially in foreign affairs. He declared his aim will be to co-operate to the utmost with the Socialists.

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EDUCATION IN ACTION

Elementary Education In Irish Schools

Under the Constitution of the Irish Free State all citizens of the state have the right to free elementary education. This is given in the national schools. These are undenominational, in the sense that they are open to the children of all creeds, but, in general, they are managed by the local clergyman to whose faith the majority of the children of each school belong. Since the establishment of the State the Irish language has been included as an essential part of the curriculum for all national schools, and special courses of instruction in Irish have been held each year since 1922, at which approximately 5,000 teachers have already qualified to teach the language. There are 5,659 national schools in operation. The total enrollment is about 489,000 and daily attendance averages 71.8 per cent.

Evolution Battle In North Carolina

A "Committee of One Hundred" has been formed in North Carolina in an attempt to select a personnel for the next state legislature that will insure passage of an "Anti-Evolution" bill. The formation of this committee by the fundamentalists, widely discussed throughout the State, throws down the gage of battle to the modernists and shows that the former are making no secret of their determination to wage open warfare. The controversy will affect the public school system in all the larger cities of the State, the University of North Carolina, at Chapel Hill, and the North Carolina College for Women, at Greensboro. The two latter schools have already been the subject of heated discussions, resulting at one stage in the intimation that President H. W. Chase, of the University, might resign.

University Courses For Adult Laborers

Workers' education, a British movement of great significance, has attained marked impetus in Australia, chiefly in Victoria. Adult education was almost unavailable for the Australian workingman forty years ago. In Victoria adult education is being conducted by the Workers' Educational Association in co-operation with the University of Melbourne. The Association is a non-political, non-sectarian, self-governing body deriving its income from subscriptions, students' fees and a grant from the funds of the Melbourne University. Among the subjects offered are sociology, economics, literature, philosophy, psychology, botany, international politics, nature study, political science and public speaking. The plan of study is fitted to the needs of the workers. The board was surprised to discover that the demands were large for courses of the highest cultural and intellectual types.

New Schools For Boston

An appropriation of $3,038,162.10 for additional accommodations in school buildings and grounds has been approved by the Boston, Mass., School Committee. The largest item in the list is $1,469,810 for construction and equipment of two 36-room high schools, one for girls and one for boys, in Roxbury. The second was $600,000 for land and construction of the Abraham Lincoln School.

West Point Will Broadcast

Construction has begun on a broadcasting plant at the United States Military Academy at West Point, according to an announcement by Major Alfred E. Larabee, chief signal officer. The station will be completed about July 1 and will broadcast musical programs and talks dealing with West Point life. General Stewart, superintendent of the academy, said: "It is just what the academy has needed in order that the people who support it may learn something of the varied life that goes on here. We shall try to put on programs that will interest every one."

Teachers' Pay Fight Is 300 Years Old

The fight of New York teachers for an increase in pay marks but another episode in a history that began only a few years after the founding of Manhattan. According to the old Dutch records for the year 1638 the first teacher ever employed in New Amsterdam took in washing to eke out a "professional stipend unquestionably meagre." In the period between 1633 and 1674 no less than three Dutch schoolmasters married well-to-do widows. The records also reveal that one teacher received two dried beaver skins a year as his terms of tuition. Alexander Carolus Curtius, the first classical instructor in the Latin school founded in 1659, charged "several of his pupils a whole beaver skin," worth eight guilders. This was too much and Curtius found his salary cut a bit the following year. The complaint against Curtius was that he "charged a whole beaver skin and couldn't even keep order."

Boston University Installs President

Dr. Daniel L. Marsh, formerly of Pittsburgh, Pa. was inaugurated fourth president of Boston University on May 15. Former Governor John L. Bates, president of the corporation, presided. Representatives of 154 colleges, universities, institutions of learning and learned societies of this and other countries were present. Dr. Marsh declared that his aim would be to preserve the cultural and spiritual values implicit in an unfaltering search for truth, but with reverence for God.. Dr. Marsh, who is forty-five years old, is one of the youngest university heads in the country. He was graduated from Boston University in 1908. He informally assumed his duties a few weeks ago.

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University Touring Courses Announcement

The Committee for Education Travel in France has announced from its headquarters in New York that the university touring courses for American students will begin early in July and continue to September 1. The French universities at which the special summer courses have been arranged are those of Paris, Besancon, Clermont, Dijon, Grenoble, Lille, Nancy, Strasbourg, Poitiers and Toulouse. On August 9 all the members of the tours will go to Paris for a two-weeks' finishing course consisting of lectures on the history of the city of Paris.

Health Day Parade By Keene Pupils

Two thousand boys and girls, students in the grammar, high, normal and parochial schools of Keene, N. H., paraded the streets of the city on May Day in observance of "National Child Health Day." The colorful demonstration greatly impressed the crowds of citizens who witnessed the procession of floats and groups of pupils depicting different phases of health work. Virtually every boy and girl in the parade was in costume or represented some particular object signifying health. Wheelock school won first prize, a five-dollar gold piece, for the best display. St. Joseph's school came a close second. The judges gave honorable mention to the Roosevelt, Washington, Symonds and Lincoln schools. Many other features were incorporated in the celebration.

"Dads" Fail Events Test

For some time the stunt of puzzling high-school and college students with current events questions has been a favorite pastime of local newspapers and various organizations. The result has been a "laugh" for the grown-ups and others. But the trick was recently turned when a list of twenty-five events questions was asked the 350 members of the Cleveland Chamber of Commerce. Over one-third of the 350 slipped up at the start and failed to try to answer the rest. The "high man" scored only 23, and he was a lawyer. The average score was 12½.

Deputy Opposes Women as Teachers

The recent increase of women teachers in Italian schools prompted Fascist Deputy Vittotio Cian to urge in a recent speech in the Chamber of Deputies a reduction in their number on the ground that they lowered the spiritual tone of the school system and caused a reduction in the enrollment of male students. He said women "lack the necessary energy and virile sentiment which is indispensable for education of the new generation."

$1,000,000 Gift For Dartmouth

President Hopkins of Dartmouth College has announced a $1,000,000 gift from an anonymous friend of Dartmouth to be used for the construction of a library. Plans are being rushed so that the foundation work of the new building, which is Dartmouth's greatest single need, may be begun early this summer. Work on the superstructure will be started next spring, and, according to present plans, the library will be completed by the fall of 1927.

Abyssinian Language Accepted for Degree

By official decree "Amharic," the language of Abyssinia, may now be offered by students in France for the bachelor of arts degree. A prudent reservation was added to the effect that Amharic could be offered only where a competent examiner was available. Other new languages put on the same footing included Armenian, Persian and Chinese.

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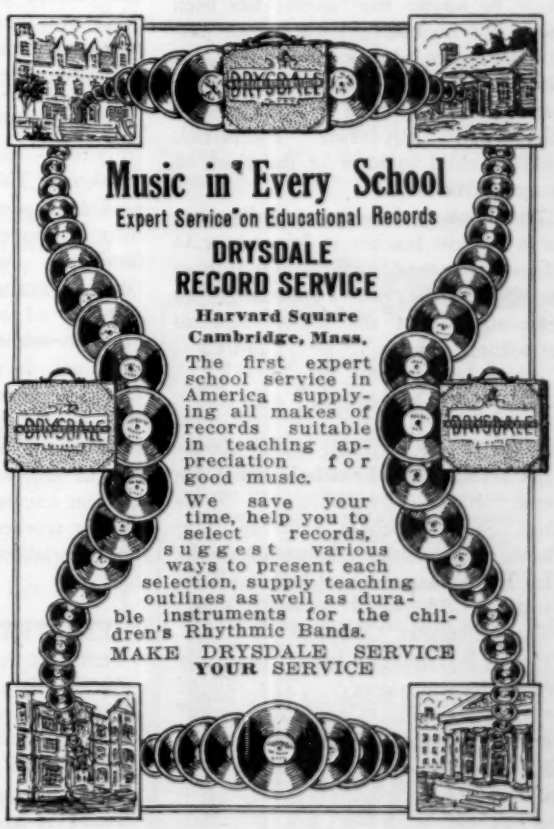
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The BOOK TABLE

PRESENT-DAY STANDARDS FOR TEACHING. By F. Burke Fitzpatrick, State Teachers College, East Radford, Virginia. Cloth. 208 pages. Danville, N. Y.: F. A. Owen Publishing Company.

Professor Fitzpatrick is a vital factor in making the State Teachers College, East Radford, Virginia, one of the leading professional forces of the group of states of which it is a natural professional centre. The student-teachers of East Radford are recognized as having exceptional skill in the art of teaching, and their rare ability is largely attributed to Professor Fitzpatrick's attractive method of presenting an original appeal to student-teachers to go into school work with their thought on the child's ambition to learn how to learn just a little ahead of the lesson in hand.

This is a rare aim for a teacher to have. The traditional way has been to be satisfied if a child could appreciate a given lesson at the close of a recitation. Professor Fitzpatrick wants the child to see every lesson as an approach to something just ahead. A game dog never stops satisfied because he knows the game has been there, but he leaps forward with passionate desire to know where the game now is that was there when he left the scent. There is much of this spirit that Professor Fitzpatrick wants a child to have at the close of every recitation.

The book makes it naturally easy for a student teacher to know how to achieve this and imparts an intense desire to have an opportunity to demonstrate that she knows how to get assured results.

SCIENCE OF HOME AND COMMUNITY. A Textbook of General Science. By Gilbert H. Trafton, State Teachers College, Mankato, Minnesota. Illustrations by B. F. Williamson. Cloth. Illustrated. 578 pages. New York: The Macmillan Company.

Here is another book especially created for emergency. The call of the day is for "General Science" everyway adapted to the children of today; not for their fathers and mothers, not for teachers and preachers, not for scientists or specialists, but for children. Not for anytime in the past, but for today, the science of today for the children of today. In the fullest sense this book of Gilbert H. Trafton meets all of these conditions.

There are thirty-two chapters, each adapted specifically for the individual or for the community, for boys and girls personally, or for boys and girls to use in fitting into their community. It is not easy to find a book along a relatively new line that fits every need of every one whose special need is especially met when there are two definite highways as is the case here,—General Science of every kind for every variety of individual in every variety of community life,—but this book meets every need.

CAN YOU SOLVE IT? A Book of Puzzles and Problems. By Arthur Hirschberg. With numerous illustrations. 320 pages. New York: Thomas Y. Crowell Company.

This book is not juvenile, in the narrower sense, but is frankly addressed to every one who wants to exercise his wits. It is an original collection of brain-twisters of all sorts. There is a generous supply of cross-word puzzles, but this is only one feature out of many. If you think you have graduated from the cross-word class, try your hand at an old-fashioned rebus, anagram, or hidden word. There are also arithmetical puzzles, word transformations, labyrinths, and other equally elusive problems. This collection is carefully graded in accordance with the difficulty within each group, and requires familiarity with etymology, geography, literature, history, and several branches of mathematics and science. Thus in addition to the mere ability to amuse, it assumes an educational value. Answers are provided at the back of the book for the baffled, or brain-weary, but the person who plays fair at the game will not turn back to them except to check up an answer already worked out, or after all hope has been abandoned.

CHEMISTRY AND ITS USES. A Textbook for Secondary Schools. By William McPherson and William Edwards Henderson, Ohio State University. Cloth. Illustrated. 460 pages. Boston, New York, Chicago: Ginn and Company.

There is greater fascination in the study of chemistry for one with an inquiring mind than in any other subject. So many things have been achieved in science and the arts through the revelations of recent years that a book that is not up to the minute, as this book is, is at a disadvantage.

This textbook—"Chemistry and Its Uses"—is not only reliable and almost endless in the presentation of practical applications, but it is always so clear in its statements as to be easily appreciated and is withal literally fascinating.

The watchword of chemistry is the practical rather than the theoretical, the application rather than the abstract principle, the pictorial rather than the descriptive. This text abounds in the practical applications of chemistry in the arts and industries as well as in everyday life, and illustrations are as attractive, as instructive, and as accurate as possible.

The practical applications of chemistry have a place in high-school instruction largely in as far as they are used to illustrate the principles of the science and the way in which pure chemical knowledge can be turned to the uses of society. The main object of the course in chemistry must always be *to train young people to think and to imagine in the realm of chemical facts and laws*, and the teacher who finds at the end of the course that his pupil has acquired what seems to be a fund of useful information, but has little ability to think for himself how he would solve a simple chemical problem, should feel dissatisfied with his effort.

Books Received

"Speaking and Writing English." By Bernard M. Sheridan, Clare Kleiser and Anna I. Mathews.—"The New Mathematics." By John C. Stone. Books One and Two. New York: Benjamin Sanborn and Company.

"Educational Story Plays and Schoolroom Games." By Emily W. Elmore and Marie L. Carns.—"Graded Games for Rural Schools." By Alfred E. Ross. New York: A. S. Barnes and Company.

"L'Abbé Constantin." By Ludovic Halévy. New York: Charles E. Merrill Company.

"The Middle Country." By Olivia Price. Yonkers-on-Hudson, New York: World Book Company.

"For the Children's Hour." By Carolyn S. Bailey and Clara M. Levis. Springfield, Mass.: Milton Bradley Company.

"Present Day Standards of Teaching." By F. Burke Fitzpatrick. Dansville, New York: F. Burke Fitzpatrick.

"Our English." By Mary Fontaine Laidley.—"Books of Songs." One through Five. By Robert Foresman.—"The Foods We Eat." By Frank G. and Frances Carpenter.—"King Arthur." By Paul Creswick.—"Nine Orations of Cicero." By Albert Harkness, John Kirtland and George A. Williams.—"Le Tour de la France par Deux Enfants." By G. Bruno. Revised by Frances B. Wilson. New York: American Book Company.

"Twenty-first Annual Report of the Education Department." Albany: The University of the State of New York.

"Chemistry and Its Uses." By William McPherson and William E. Henderson. Boston: Ginn and Company.

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GRINS BETWEEN GRINDS

Much in a Name

A thirsty tourist quaffed vigorously from a roadside spring between Mosier and Hood River, Oregon. A sign lettered, "This water is contaminated," had been placed beside the spring. Division Engineer Wanzer of the Oregon Highway Department, driving by, saw the drinker and stopped to warn him, only to be met by the question: "What kind of mineral water is this? I never heard of it before."

The State replaced the sign with one reading:—

"This water is rotten. Not fit to drink."

The Pupil's Version

Sophomore—"Teachers are worse than immigration officers nowadays."

Alumnus—"How come?"

"They'se swiped the slogan: 'They shall not pass.'"—Open Road.

Wrong in Principle

Teacher—"I have went. That's wrong, isn't it?"

Boy—"Yes, sir."

Teacher—"Why is it wrong?"

Boy—"Because you ain't went yet."

Don't Buy From Peddlers

A school principal taking up a collection for flowers from the faculty walked into the kindergarten of the school. The principal had just successfully solicited a donation from the kindergarten teacher and was passing out, when Johnny piped: "Teacher, I wouldn't buy anything from that man. Mother always says to buy in the stores, and not from those peddlers."—F. H. B., Glen Rock, N. J.

A Knightly Kid

She—"I wonder where the expression 'Step on it, kid,' originated."

He—"Probably when Sir Walter Raleigh laid his cloak down for Queen Elizabeth."—Open Road.

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Meetings To Be Held

JUNE.

3-5: Associated Harvard Clubs, Chicago, Ill., William Thomas, 315 Montgomery street, San Francisco, California.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield. 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

Pens For Pupils

In view of the oft repeated saying that "the pen is mightier than the sword," remarkably little attention has been given by educators to the pen as an instrument. Usually it has been thought sufficient to furnish all pupils with steel pens of uniform size, in wooden penholders of a pattern pleasing to the one who made or selected it.

Possibly the time has come when thought should be given to adapting the pen to the individual child.

Among the pioneers in a movement having this as its aim is Miss M. Isabel Ayer of Boston, once a school teacher and now a designer and manufacturer of pens.

Sooner or later the good practice work done in writing in the lower grades is broken down by the gift of a fountain pen to the child. This pen may be used surreptitiously, because forbidden by the rules, or it may be used openly. The results upon the handwriting are much the same.

Now it is obvious that a little child is not able to write as well with a big pen as with one which fits the child's hand.

Pens given to children are too often selected for fancy design or coloring, any reason but that of securing a well fitted tool for the individual child.

A proper penholder for any person would have a finger grip of ample size, to prevent the fingers from cramping. The distance from this to the paper has an important bearing upon the size of the writing which will be produced. The shape of the holder in other respects affects the ease of writing. If the child has the right pen he enjoys holding it as the teacher wishes him to.

In the belief of Miss Ayer, much of the illegibility which parents so justly bemoan could be made to disappear if studious care were given to the choice of pen points and holders.

The fountain pen is the tool which every child of today will be using tomorrow. Instead of letting this implement ruin and defeat the training which has been given, Miss Ayer's idea is to see that each child is early equipped with a fountain pen of suitable size and pattern and habituated to its use.

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